



## Lake View Elementary

PO Box 685

Lake View, SC 29563

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	354 Students	
<b>Principal</b>	Kimberly Scott	843-759-3003
<b>Superintendent</b>	Stephen Laird	843-759-3001
<b>Board Chair</b>	Earl Gleason, Jr.	843-464-2288

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Excellent
2006	Average	Good
2005	Below Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

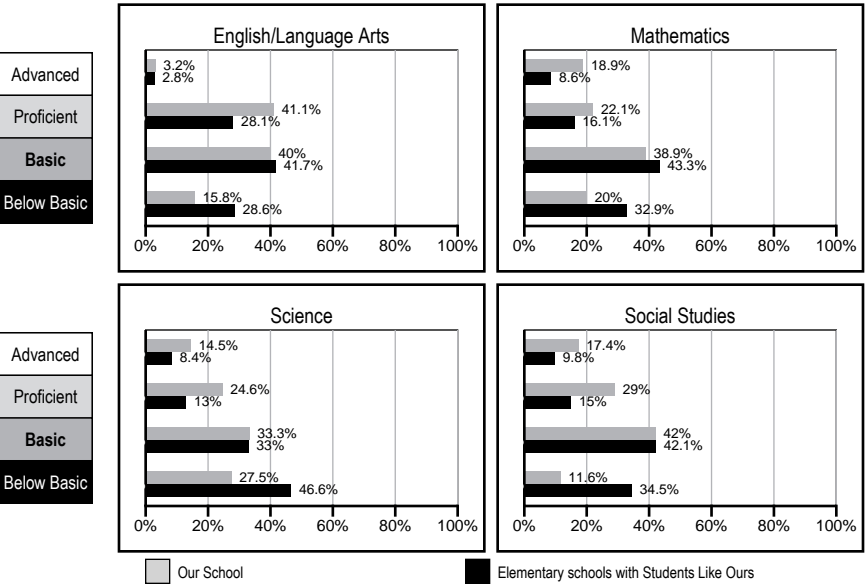
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	67	20

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=354)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Up from 2.7%	2.9%	2.3%
Attendance rate	95.0%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	1.8%	Up from 0.9%	6.3%	10.4%
With disabilities other than speech	7.3%	Up from 4.5%	8.9%	7.5%
Older than usual for grade	2.1%	Up from 0.5%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	38.1%	Up from 36.4%	54.8%	56.7%
Continuing contract teachers	81.0%	Up from 72.7%	73.3%	77.3%
Teachers with emergency or provisional certificates	5.6%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 88.6%	85.4%	86.4%
Teacher attendance rate	94.7%	No Change	94.9%	94.9%
Average teacher salary	\$40,663	Down 1.3%	\$44,314	\$45,345
Professional development days/teacher	17.0 days	Down from 17.2 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.6 to 1	18.0 to 1	18.5 to 1
Prime instructional time	85.7%	Down from 85.9%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,711	Up 3.2%	\$7,521	\$7,052
Percent of expenditures for instruction*	70.3%	Up from 67.8%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.1%	Up from 63.2%	63.6%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lake View Elementary, a Title One School, was the proud winner of the Palmetto Gold Award during the 2007-2008 school year. This award represents the continuous work and dedication of the students, teachers, administrators, and parents on a daily basis to ensure that all students are successful. The school received an award flag, certificate, and \$7,311.

Lake View Elementary was awarded the Red Carpet School Award for creating a family friendly environment and providing excellent customer service. Several new initiatives were implemented to foster a family friendly atmosphere. The media center conducted a "Library Late Night" each month to provide after school time for parents and students to use the library. Parents and students were able to check out books together, use the computers for research, or use the puppet theater to act out books. A parent center was opened so that needy families would be able to receive school supplies for their children. Parents could also use the room to assist their children in completing school projects. A classroom buddy program was implemented to involve the community in our school. Twenty community volunteers adopted classes and visited monthly to read to the students, eat lunch with the students, and assist with classroom celebrations.

A new behavior incentive prize program was designed by the School Improvement Council and implemented to promote good behavior. Student prizes were awarded each month. As a result of this program, discipline referrals were drastically reduced.

Lake View Elementary is proud of their accomplishments and invites you to come see all of the wonderful things happening at our school.

Kimberly Scott, Principal  
Kim Yauger, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	36	29
Percent satisfied with learning environment	90.5%	63.9%	75.0%
Percent satisfied with social and physical environment	91.3%	88.9%	75.0%
Percent satisfied with school-home relations	73.9%	69.4%	69.0%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	107	100	16.3	39.8	39.8	4.1	51	30.9	48.2	Yes	Yes
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## Gender

Male	48	100	16.3	32.6	44.2	7	55.8	25	41.7	N/A	N/A
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Female	59	100	16.4	45.5	36.4	1.8	47.3	36.3	55	N/A	N/A
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## Racial/Ethnic Group

White	45	100	9.5	28.6	54.8	7.1	71.4	41.9	60	Yes	Yes
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African American	54	100	18.4	51	30.6	0	32.7	19.8	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	28.6	47	I/S	I/S
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## Disability Status

Disabled	17	100	25	50	18.8	6.3	25	7.9	16	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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## English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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## Socio-Economic Status

Subsided meals	88	100	18.5	44.4	34.6	2.5	44.4	24	34	Yes	Yes
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## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	107	100	20.4	38.8	22.4	18.4	50	40.5	45.8	Yes	Yes
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## Gender

Male	48	100	20.9	39.5	20.9	18.6	51.2	34.8	45.6	N/A	N/A
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Female	59	100	20	38.2	23.6	18.2	49.1	45.8	45.9	N/A	N/A
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## Racial/Ethnic Group

White	45	100	14.3	23.8	23.8	38.1	69	52.9	59	Yes	Yes
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African American	54	100	24.5	53.1	18.4	4.1	34.7	28.1	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	42.9	46.2	I/S	I/S
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## Disability Status

Disabled	17	100	25	56.3	12.5	6.3	18.8	12.7	17.1	I/S	I/S
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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## English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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## Socio-Economic Status

Subsided meals	88	100	24.7	40.7	18.5	16	43.2	34.8	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	78	100	29.6	32.4	23.9	14.1	38	21.3	35.7	95	95.6
Gender											
Male	33	100	23.3	33.3	23.3	20	43.3	24	37.4	95.4	95.7
Female	45	100	34.1	31.7	24.4	9.8	34.1	19	33.8	94.7	95.6
Racial/Ethnic Group											
White	36	100	12.1	30.3	42.4	15.2	57.6	32.7	49.2	94.1	95.1
African American	37	100	45.5	33.3	9.1	12.1	21.2	11.2	17	96	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	91.4	91.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	92.1	93.7
Disability Status											
Disabled	12	100	54.5	27.3	18.2	0	18.2	7.9	14	94.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	92.9	92
Socio-Economic Status											
Subsided meals	62	100	35.1	33.3	17.5	14	31.6	15.6	21.1	94.8	95.4

Social Studies

All Students	78	100	12.7	40.8	29.6	16.9	46.5	19.7	34	95	95.6
Gender											
Male	36	100	12.9	35.5	29	22.6	51.6	19.5	36.6	95.4	95.7
Female	42	100	12.5	45	30	12.5	42.5	19.8	31.3	94.7	95.6
Racial/Ethnic Group											
White	33	100	6.7	23.3	46.7	23.3	70	27.6	44.5	94.1	95.1
African American	40	100	16.2	54.1	16.2	13.5	29.7	12.8	19.1	96	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	91.4	91.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	92.1	93.7
Disability Status											
Disabled	15	100	14.3	50	21.4	14.3	35.7	12.5	14.4	94.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	92.9	92
Socio-Economic Status											
Subsided meals	65	100	15	41.7	28.3	15	43.3	18.1	21	94.8	95.4

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	56	100	20.8	45.8	33.3	0	33.3
	4	58	100	17.3	40.4	42.3	0	42.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	57	100	9.4	35.8	49.1	5.7	54.7
	4	50	100	24.4	44.4	28.9	2.2	31.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	56	100	37.5	52.1	8.3	2.1	10.4
	4	58	100	19.2	42.3	25	13.5	38.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	57	100	22.6	32.1	24.5	20.8	45.3
	4	50	100	17.8	46.7	20	15.6	35.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	28	100	41.7	20.8	33.3	4.2	37.5
	4	58	100	28.8	44.2	13.5	13.5	26.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	29	100	29.6	22.2	37	11.1	48.1
	4	49	100	29.5	38.6	15.9	15.9	31.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	18.2	50	27.3	4.5	31.8
	4	58	100	9.6	53.8	21.2	15.4	36.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	28	100	7.7	38.5	26.9	26.9	53.8
	4	50	100	15.6	42.2	31.1	11.1	42.2
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

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I/S–Insufficient Sample